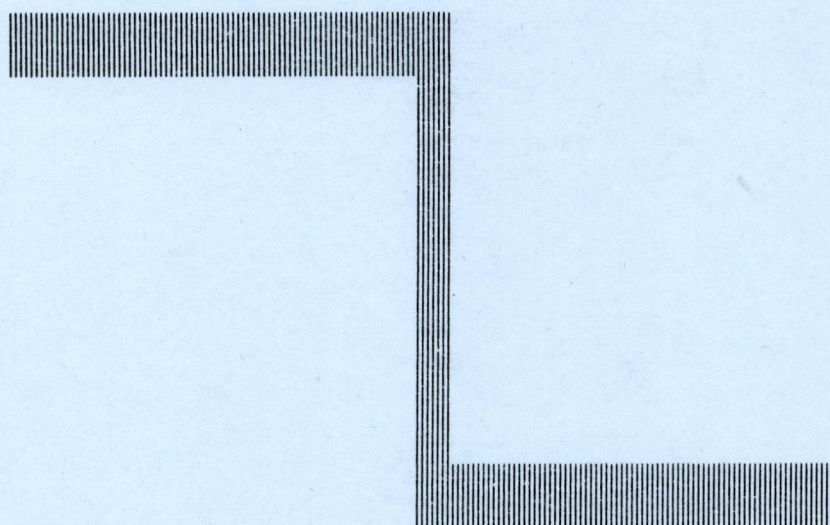


Lacolle Centre

For Educational Innovation



ANNUAL REPORT

1989 – 1990

LACOLLE COUNCIL MEMBERS

1989 – 1990

Faculty:

Mary Baldwin
William Knitter
Jerome Krause

Staff:

Roger Cote
Maureen Habib
Doreen Hutton
Beatrice Pearson (Chairman)

Director:

Olivia Rovinescu

Secretary:

Diane Moffat

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REFLECTIONS '90

The Lacolle Centre sponsored twenty one-day workshops in 1989-90, representing a 25% increase since last year and a 50% increase over the last two years. For the first time this year, Lacolle also sponsored eight non-credit 8-week courses.

The residential facility in Lacolle, Quebec continues to be booked to maximum capacity, albeit the fact that it is getting rather run down. The outside of the building was painted earlier this year. However, the interior remains badly in need of a paint job and renovations are required to the kitchen and dining area.

The Centre also continued to be active in its outreach programs provided primarily by the Nomad Scientists who have visited approximately 7,715 organizations (schools, daycares, libraries, community centres, etc.) representing approximately 9,369 participants (see Annex D).

Olivia Rovinescu's on-going research on critical and creative thinking continues. Preparations for the completion of the textbook, Dialogues on Values and Critical Thinking is underway. Four articles written have been published as a result of this work.

1. "Thinking Critically About Critical Thinking," Learning Development Office, Concordia University, Teaching and Learning, Vol. 19, No. 3, January, 1990
2. "Critical Thinking: The debate about process and content," Sentinel, Vol. 5, No. 4, February, 1990 (see Annex G).
3. "Television: Its effect on literacy," Sentinel, Vol. 6, No. 1, April 1990 (see Annex G).

4. "Barriers to Thinking: What factors block critical and creative thought," submitted to the Sentinel May, 1990.

In the area of science literacy, the Nomad Scientists have completed two different workbooks for teachers and students at the preschool and elementary levels. Explorations et Decouvertes has already been published and has been accepted by the Quebec Ministry of Education. The manuscript of Environmental Action Science has been completed and has been submitted to Pembroke Publishing Company. The publishing date has not been finalized as yet.

ANNEX A:LACOLLE SPONSORED EVENTSFall 1989 Schedule**TRANSFORMATIVE THEATRE: A CREATIVITY WORKSHOP FOR WOMEN**

Ann Scofield

October 3 – November 21, 1989

Tuesdays, 6:30 – 9:30 p.m.

\$180.00

October 5 – November 23, 1989

Thursdays, 6:30 – 9:30 p.m.

\$180.00

CREATING A PERSONAL THEATRE

Ann Scofield

October 8 – November 26, 1989

Sundays, 1:00 – 4:00 p.m.

\$220.00

DEVELOPING THINKING SKILLS

Fred Rosensweig

October 14, 1989

9:30 – 4:00 p.m.

\$50.00

A GET AWAY WEEKEND AT LACOLLE

Kathryn McMorro and Gretta Hashemi

October 21–22, 1989.

\$125.00

LEADERS ARE MADE, NOT BORN

Vivianne Silver

October 28, 1989.

9:30 – 4:00 p.m.

\$50.00

FINANCIAL FACTS OF LIFE

Mary Meyers

November 4, 1989

9:30 – 4:00 p.m.

\$50.00

CREATIVE THINKING AND PROBLEM SOLVING

Olivia Rovinescu and Clifton Ruggles

November 10, 1989.

9:30 - 4:00 p.m.

\$50.00

ADAPTING TO CHANGE

Kathryn McMorrow

November 11, 1989.

9:30 - 4:00 p.m.

\$50.00

CONTROLLING TIME: A MYTH OR REALITY?

Helene Deserres

November 24, 1989.

9:30 - 4:00 p.m.

\$50.00

CAREER AND LIFE PLANNING

Priscilla Kredl

November 25, 1989.

9:30 - 4:00

\$50.00

ANNEX BLACOLLE SPONSORED EVENTSWinter 1990 Schedule**TRANSFORMATIVE THEATRE: A CREATIVITY WORKSHOP FOR WOMEN**

Ann Scofield

January 23 – March 13, 1990

Tuesdays, 6:30 – 9:30 p.m.

\$220.00

January 24 – March 14, 1990

Wednesdays, 6:30 – 9:30 p.m.

\$220.00

January 25 – March 15, 1990

Thursdays, 6:30 – 9:30 p.m.

\$220.00

METHODS FOR MEMORY IMPROVEMENT

Alexander Ackerman

February 3, 1990.

9:30 – 1:00 p.m.

\$35.00

MOTIVATION: DISCOVER YOUR GOALS AND ACHIEVE SUCCESS

Alan Knight

February 7, 1990.

7:00 – 10:00 p.m.

\$35.00

TOURISTS IN DEVELOPING COUNTRIES

Social Justice Committee of Montreal

February 14, 1990.

7:00 – 9:00 p.m.

FREE LECTURE

RELATIONSHIPS: SHARING THE POWER

Carolyn Springer

February 17, 1990.

9:30 – 4:00 p.m.

\$50.00

SELF-MANAGEMENT BY OBJECTIVES

Dr. Raphael Marcus

March 3, 1990.

9:30 – 4:00 p.m.

\$50.00

THINKING, REASONING AND WRITING (co-sponsored with Dawson College)

Elaine Maimon

March 9, 1990.

\$35.00

CULTURAL ATTITUDES TOWARDS PROBLEM SOLVING

Kalpana Das

March 17, 1990.

9:30 – 12:30 p.m.

\$35.00

FOLK LEGENDS AND MYTHS OF THE QUEBEC FRANCOPHONE COMMUNITY

Jean Du Berger

March 21, 1990.

7:00 – 9:00 p.m.

FREE LECTURE

USING HUMOUR TO DEAL WITH STRESS

Monika Tsakanika and Dr. Louise Aznavour

March 31, 1990

1:00 – 4:00 p.m.

\$35.00

EFFECTIVE COMMUNICATION IN BUSINESS

Dr. Priscilla Kredl

April 7, 1990.

9:30 – 4:00 p.m.

\$50.00

TRANSFORMATIVE THEATRE: A CREATIVITY WORKSHOP FOR WOMEN

Ann Scofield

April 17 – June 5, 1990

Tuesdays, 6:30 – 9:30 p.m.

\$220

April 19 – June 7, 1990.

Thursdays, 6:30 – 9:30 p.m.

\$220.00

LONG LIVE LITERACY (co-sponsored with Partners in Literacy)

April 26, 1990

FREE LECTURE AND DINNER

THINKING CRITICALLY ABOUT MORAL AND SOCIAL ISSUES

Olivia Rovinescu and Stanley Nemiroff

May 11, 1990.

9:30 – 4:00 p.m.

\$50.00

ANNEX C:

EXTERNAL COMMUNITY EVENTS

IN SEARCH OF COGNITIVE MORAL DEVELOPMENT

Olivia Rovinescu

Ministry of Education, Bishops University

August, 1989.

THINKING CRITICALLY ABOUT MORAL AND SOCIAL ISSUES

Olivia Rovinescu

Federation of Jewish Teachers Convention

January, 1990.

TIME MANAGEMENT SEMINAR

Kathryn McMorrow

Ville Marie Social Services

April 26, 1990

TIME MANAGEMENT FOR TODAY'S WOMEN

Kathryn McMorrow

Jewish General Hospital

May 15, 1990.

ANNEX D

REPORT ON THE NOMAD SCIENTISTS

STATISTICS:

Elementary and intermediate schools: 5,760

Daycares, nursery schools: 1,112

Workshops and conferences: 1,253

Libraries and community centres: 843

Special programs and events: 401

TOTAL ESTIMATED NUMBER OF PARTICIPANTS: 9,369

A. MAJOR ACTIVITIES

Special Programs and Events

When possible, the Nomad Scientists provide presentations to people who would not normally be exposed to science. For example, their hands-on science and nature presentations encourage geriatric patients to touch objects and participate.

Field Trips

They take children, educators and families to the Lacolle residential facility in the country for a field exploration of a natural environment. The highlight of the day is the visit to the pond.

Museum Presentations:

1. The Ontario Science Centre: displayed and involved people of all ages in their travelling natural science museum. Families explored live insects and crawly creatures. The featured highlight was the rock and mineral treasure hunt. Hundreds of people passed by their display and activity tables during the museum's "Environment Week" celebration. June, 1989.
2. The National Museum of Natural Sciences in Ottawa: during "National Wildlife Week" the Nomads offered activities in English and French which focused on young elementary aged children who came from Ottawa school boards. April, 1990.

Library and Community Centres

Expanded and continued (under contract) presentations for children at the City of Montreal Libraries. Topics ranged from prehistoric life to chemistry (see Annex G).

School Presentations

Presentation topics include: Environmental Pollution, The Tropical Rain Forest, Insects and Crawly Creatures, Prehistoric Life, Fun Chemistry and Physics. Some components of these presentations include: an interactive slide show (the children get involved); hands-on activities for the children; actual objects for the children to touch (e.g. feathers, bones and live insects); follow-up projects for the teacher, students and parents (see Annex G).

Daycare Presentations

With children in kindergarten and in daycares, the Nomads do theatrical presentations which cover such topics as outer space (The Great Cosmic Adventure), the ocean (The Ocean Voyage), and environmental pollution (Clear Water Pond).

Educational Material

Produced and distributing an educational handbook for preschool educators entitled "EXPLORATIONS ET DECOUVERTES." The French handbook received official approval from the Quebec Ministry of Education for use in Quebec schools. They wrote an educational book for the elementary level on "Environmental Action Science." The manuscript was submitted to Pembroke Publishers.

Workshops and Conferences

1. Global Day '89
"2001 - An Educational Odyssey" Ninth Annual Workshop Sessions for teachers and staff in the Western Quebec and Outaouais region. Presented "How to Teach Children About the Environment and Pollution." Presentation geared for levels K-3. Held at Philemon Wright High School, Hull, Quebec. October, 1989.
2. Rural Schools Educational Conference
Regional School Board of Gaspesia. Conducted a workshop entitled "Science Alive - A Voyage of Discovery." The session featured environmental pollution as well as follow-up discussion on Gaspé school visits. Held at Escuminac Intermediate School, Escuminac. October, 1989.
3. London Children's Connection Inc.
Special education project in London, Ontario. Workshop for London area educators and representatives from the London Board of Education. March, 1990.
4. Montreal Catholic School Commission (English language sector)
Presented the "Tropical Rain Forest" to students in the CAT Program, a special program for gifted children.
5. Frontenac School Board
Workshop for gifted children from the Frontenac School board held at Queen Elizabeth Collegiate and Vocational Institute, Kingston, Ontario. Special presentation for these students (grades 3-8) as well as handouts from book given to teachers and students. February, 1990.

6. Professional Development Day
Held at Solomon Shecter Academy, Montreal. Conducted a workshop based on environment pollution.
7. Federation of Teachers of Jewish Schools (Montreal)
Conducted a general science workshop on making science fun with hands-on exploration.
8. Lakeshore School Board (West Island, Montreal)
Workshop for 75 teachers of this school board on teaching methods in environmental education. May, 1990.

EXPLORATIONS ET DECOUVERTES (French workshop series)

Workshop series for preschool and early childhood educators. Held at Concordia University, Loyola Campus. Also conducted a hands-on workshop for the Franco-Ontarian daycare workers (R.O.S.G.F.) in Mississauga, Ontario.

ENVIRONMENTAL ACTION SCIENCE (English workshop series)

Focus on these workshops was on environment. Handouts from book were given to participants. Held at Concordia University, Loyola Campus. Also, one session was attended by community workers, teachers and by people in the publishing business.

B. SPECIAL PROJECTS

Gaspe Region, Quebec

September and October 1989. The Nomad Scientists visited rural schools and communities as part of a national literacy project entitled, "Literacy in the Information Age." It was launched by the Canadian Home and School Parent-Teacher Federation. This tour allowed the Nomad Scientists to a) increase children's awareness about science and the environment and b) the evening sessions provided people of all ages a chance to learn about science. Two important aims of this project were: a) to promote awareness of literacy in the information age and 2) to mobilize school and community resources to create preventive programs for illiteracy.

Home and School Associations Mini Conferences

The theme of these conferences was "Our Children - Their World - Their Future: Literacy in the Information Age. All interested parents and community members were invited to attend these evening sessions. Workshops featured: "Hook Kids on Books", Read Canada, and "Voyages of Discovery and Imagination," Nomad Scientists. The locations of the workshops are as follows: Escuminac School, New Richmond High School, Murdochville School, Gaspe Elementary School, Hopetown, Shigawake and Port Daniel (see Annex G).

Metropolitan Separate School Board (Toronto, Ontario)

November, 1989. Contract work with Canada's largest school board.

- The Nomad Scientists toured eight schools (Grades 1-8 including junior and senior kindergarten).
- Repeat visit in March, 1990.
- Workshop and demonstration for Junior Resource teachers and consultants
- Professional Development Day workshop for the Junior/Intermediate teachers in the South West Superintendency.

The workshops covered the Nomad approach to science and nature education as well as follow-up discussion for their individual school visits.

ANNEX ELACOLLE BOOKINGS1989-901989

- June 3-5: Armenian Youth Group (R. Talaslian), University group
- June 9: Supplies and Services Department (C. Macdonald), University group
- June 10-11: Athletics Department (R. Rappel), University group
- June 17-18: Portuguese Students' Association (A. Pacheco), University group
- June 23-25: Tae Kwon Do Club (B. Lazarus), University group
- July 1-2: Margarida Aguiar-Eid, Outside Group
- June 8-9: QPRIG (Peter Yankman^{Oct 8-9}), University group
- July 15-16: Armenian Students' Association (CANCELLED), University group
- July 22-23: Concordia Association of Students in English, University group
- July 30: Pakistani Students' Association (CANCELLED), University group
- Aug. 5-6: Theta Sigma Fraternity (M. Spowert), University group
- Aug. 12-13: Armenian Students' Association (H. Redjebian), University group
- Aug. 19 - Sept. 1: Biology Department (Paul Widdon), University group
- Sept. 2-3: Sch. of Community & Public Affairs (D. Samiotis), University group
- Sept. 9-10: COCLA (Yolanda Maradiaga), Outside group
- Sept. 16-17: Playwright's Workshop (D. Beamish), Outside group
- Sept. 23-24: Liberal Arts Students' Association (R. Gossen), University group
- Sept. 30 - Oct. 1: Urban Studies Students' Association, University group
- Oct. 7-9: Lesbian Students' Coalition (C. Gammon), University group
- Oct. 21-22: A Get Away Weekend at Lacolle (Lacolle workshop)
- Oct. 25-26: Options High School (C. Ruggles), Outside group

- Oct. 28–29: Archaeology (Don Sedgwick), University group
- Nov. 1–3: Concordia Association of Students of English, University Group
- Nov. 4: Theatre Department (P. Bissonnette), University group
- Nov. 11–12: CUSA (Melodie Sullivan), University group
- Nov. 18–19: Tae Kwon Do Club (B. Lazarus), University group
- Nov. 24–26: St. Joseph's Anglican Church (R. Bridgeman), Outside group
- Dec. 2: Jean-Pierre Belanger (Physical Plant), University group
- Dec. 6–8: Linda Moreco (Film Production), University group
- Dec. 16–17: Centre for Classroom Processes (Dr. Abrami), University group
- Dec. 24 – Jan. 1: Women's Centre (P. Fried), University group

1990

- Jan. 3–5: Residences (J. Denker), University group
- Jan. 6–7: Liberal Arts Students' Association (R. Gossen), University group
- Jan. 8–10: MBA Case Competition (M. Carney), University group
- Jan. 13–14: School of Community & Public Affairs (D. McGraw), University group
- Jan. 20–21: Tau Kappa Epsilon Fraternity (S. Sutherland), University group
- Jan. 27–28: Political Science Graduate Students' Association, University group
- Feb. 2–4: Education Department (R. Schmidt), University group
- Feb. 10–11: Alpha Chi Sorority (T. Powell), University group
- Feb. 14–15: Options High School (C. Ruggles), Outside group
- Feb. 17–18: CUTV (L. Confliffe), University group
- Feb. 19–21: Jewish Students' Union (B. Tylbor), University group
- Feb. 24–25: Toujours Ensembles (P. Côté), Outside group
- Mar. 10–11: Lonergan College (K. Meagher), University group
- Mar. 17–18: Science and Human Affairs (M. Speyer), University group

- Mar. 24-25: QPIRG McGill (D. Reycraft), Outside group
- Mar. 31 - Apr. 1: Chaplains Office (D. Ross), University group
- Apr. 7-8: LARCHE Verdun (R. Amato), Outside group
- Apr. 11: Painting and Drawing Department (J. Krause), University group
- Apr. 19: Management Department (M. Dohman), University group
- May 5-7: QPIRG (Yun Jen), University group
- May 12-13: Bahai Students' Association (D. Vidal), University group
- May 14-15: Cinema Department (Don Schiedel), University group
- May 19-20: Tae Kwon Do Club (R. Adada), University group
- May 24-28: Concordia Association of Students of English, University group
- May 29: Electrical Engineering Department, University group

ANNEX FWORKSHOP EVALUATIONS

Lacolle Centre for Educational Innovation

MOTIVATION: DISCOVER YOUR GOALS AND ACHIEVE SUCCESS

Feb. 7, 1990.

Allan Knight

Evaluation Summary

1. Overall, how would you rate this workshop?

(3)	(3)	(3)	(1)	
1	2	3	4	5
Excellent				Poor

2. What did you find most helpful about this workshop?

- Anecdotes very identifiable. Emphasis that nothing works without follow-up and discipline.
- All on account of the intelligent way this short workshop was presented.
- The fresh and insightful dynamic approach of Mr. Knight.
- Probably the fact that it forced me to take a look at myself and to answer some serious questions about my life, goals and motivations.
- Techniques explained, exercises.
- The techniques mentioned and how they apply to different areas in lifestyle.
- Listening to others.
- New ideas
- The examples and description of conscious and sub-conscious mind.

3. What suggestions do you have to improve this workshop?

- Sit at a round table to face each other more. Less time to waste escaping glances.
- Give out copies of some of the points and questions we should start asking ourselves.
- None.
- Perhaps to limit the theories and ideas. There was a lot to digest.
- Handouts of growth exercises, bibliography.
- The time limit is the only problem.
- More hard facts and techniques.
- Not enough group participation.

- Perhaps a few handouts - even if there is a minimal cost.
- Better lighting, lighting was dull.

4. What other topics or types of workshops would you like to see sponsored?

- Some aspects of this larger motivational topic: practice periods; integration of multicultures in North America - we are all humans.
- More education-oriented, I'm a teacher.
- None that I can think of.
- Self-esteem, stress management.
- Motivation for health and fitness.

5. How did you hear about the workshop?

- I am a member of QAAL and have attended other workshops. I received the Winter/Spring Schedule in the mail.
- Lacolle Centre Agenda
- From my school board
- Through the Gazette - Tip Sheet
- Mailing list
- Through Health Services advertisement
- From your mailing list
- Gazette
- Gazette Tip Sheet
- Concordia Flyer

Lacolle Centre for Educational Innovation

RELATIONSHIPS: SHARING THE POWER

Carolyn Springer

Feb. 17, 1990

Evaluation Summary

(9 Respondents)

1. Overall, how would you rate this workshop?

(1)	(5)	(1)	(2)		
1	2	3	4	5	
Excellent			Poor		

2. What did you find most helpful about this workshop?

- Learning to let go. I really enjoyed the visualization.
- The low key accepting attitude, plus theory, booklist, visualizations.
- Role playing, acting out, listening to speaker.
- Dialogue during role playing after "Brave Statement" in which I played the role of my aggressor (who I learned today I must forgive in order to free myself for further real growth).
- To cut off sharing the power, because I got it mixed up with power in a working place.
- Hearing others share their experiences.
- Theoretical principles and role playing in groups of three and visualization of being different people.
- The calmness and quietness.
- The role playing was most helpful.

3. What suggestions do you have to improve this workshop?

- Maybe more men, so we can have their point of view.
- Can't think of any.
- More comfortable seating, i.e., couches, comfortable chairs.
- More men should be encouraged. Two perspectives are much better than one.
- To warm up the place before, it is very uncomfortable.
- I could have used some specific examples of "persecutor", "victim" and "rescuer" types of actions.
- Could there not have been more material?

4. What other topics or types of workshops would you like to see sponsored?

- Art therapy
- Workshop on women's issues, society.
- Role playing, expressing feelings, emotions, physical release of tension.
- No specific requests. This year's topics offer several workshops of interest to me.

5. How did you hear about the workshop?

- Was sent a description
- Lacolle brochure
- Lacolle brochure mailed to me. I am a QAAL member.
- In newspaper
- Lacolle information (internal mail)
- Concordia internal mailing
- At Concordia
- Mailing

Lacolle Centre for Educational Innovation

SELF-MANAGEMENT BY OBJECTIVES

Dr. Raphael Marcus

March 3, 1990.

Evaluation Summary

(6 Respondents)

1. Overall, how would you rate this workshop?

(2)	(3)	(1)			
1	2	3	4	5	
Excellent					Poor

2. What did you find most helpful about this workshop?

- It has given me a lot of tools to plan out my life.
- Examples given, handouts.
- The worksheets. The motivation to work toward Self-Management Objectives.
- Content, method of delivery - motivational, material.
- The handouts, seem to be great stuff.
- Motivational.

3. What suggestions do you have to improve this workshop?

- I have a lot of work to do at home, but it's okay!.
- None.
- More time so that we could actually start through some of the worksheets (on a trial basis), with some feedback on method by you.
- A little more hands on during time - little less lecturing.
- Perhaps some time set aside for discussion.
- Nil.

4. What other topics or types of workshops would you like to see sponsored?

- O.K. as in Lacolle program schedule.
- Not sure what other topics are sponsored?

5. How did you hear about the workshop?

- Pamphlet sent out to our hospital.
- Lacolle Centre program schedule (my wife had it from the Montreal General Hospital).
- From a friend who had attended other workshops.
- Y.M.C.A.

Lacolle Centre for Educational Innovation

CULTURAL ATTITUDES TOWARDS PROBLEM SOLVING

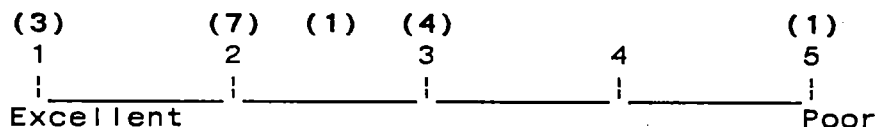
Kalpana Das

March 17, 1990

Evaluation Summary

(16 respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- To be aware of the very different but interesting Asian culture. It has opened new horizons for me. It is a start.
- Globality, i.e., inclusion of all dimensions of culture as opposed to limited approach or "social technology." Involvement - experiential component.
- Second part of the workshop.
- To understand how our perception of problem solving is related to other assumptions/concepts - life, self person... and how we are ill-equipped to work with people from other cultures.
- Learn how orientations to self, society and nature effect the perception of problems and their definition. It was interesting to identify our assumptions about the aforementioned and how they affect our own conception of problems and how we attempt to overcome them.
- Understanding the vast differences between "our" ways to find solutions and the ways of others.
- Second part - the concrete explanation.
- The discussion of differences - contrast of approach and attitude.
- Exploring where we as a group and individuals were coming from in terms of culture. In a sense breaking down to be able to build up the components of other cultures.
- Format - discussion - group interaction and ideas. The issue is a very complex one but this workshop is a good base to start from.

- It enhanced my knowledge of Asian culture, but I don't feel I understood how to better myself in coping with cultures presented.
- Personal experience in the second part of the presentation.
- The analogy of the tree. The explanations about differing definitions of "conflict," "problems," etc. The explanation about the Asian view of the person (body, mind, etc.).
- Culture specific very interesting, need to know more about specific cultural responses.
- Nothing in relation with objectives: to learn more about cultural attitudes towards problem solving. The announcement of the course was not clear about the content, especially the philosophical approach. This has nothing to do with the workshop leader. She possesses her matter and she has good qualities as a teacher. The problem was the content.

3. What suggestions to you have to improve this workshop?

- None except it was too short.
- Extend it over longer time period.
- Spend less time on the first part, awareness of our own culture, and spend more time on the concept of problem solving in other cultures. It would be interesting to talk about more than one culture.
- Focus more on specific problem solving techniques used in different cultures. Not enough on that aspect. More examples needed from different cultures. Specific issues could be addressed cross-culturally (euthanasia, adoption, abortion, etc.). Workshop did not provide us with suggestions as to what we can do in our own practices when confronted with different cultural attitudes towards problem solving.
- Make it longer, it is such a wide subject.
- Maximum time to discuss these important issues more.
- Should be a whole day or 2-part (1/2 days) workshop.
- Perhaps the addition of African perspective - briefly. Perhaps a few examples where we could guess the different reactions after the explanation of basic differences - predicting the different cultural response.
- More discussion or actual situations to solve, therefore a full day workshop or two sessions might make more sense.
- Concrete examples re specific situations (similar to Asian view discussion).
- It would be helpful to integrate approaches on how to cope with the presented problems.
- Be more practical and for the first part, participants should know where she is going with the brainstorming.

- Dedicate half of the period to concrete examples of problem solving here in Canada.
- Need to be more organized and follow up on definition of basic culture and show various models before moving on to culture specific.
- First, be clear about the content and the objectives to attain. Second, to explain the methods used to learn during the course.

4. What other topics or types of workshops would you like to see sponsored?

- The same kind with the Muslim culture/Greek culture.
- Similar, more expanded, more opportunity for exchange.
- More about other groups' world views.
- More on the same subject.
- I would like to see the same type of workshop but dealing with European cultures.
- I would be interested in learning of other cultures and what they have difficulties coping with in our culture.
- Training of teachers, social workers, health workers, etc.
- More cross-cultural, different levels, etc.
- Cultural attitudes towards death.

5. How did you hear about the workshop?

- Through the brochure.
- By accident, I called the Lacolle Centre re another issue, looking for information.
- Publicity at Concordia.
- Through pamphlet.
- Brochure
- Through the Lacolle pamphlet I received at my home.
- Mailed to our organization.
- From the brochure from Lacolle Centre.
- I received a pamphlet at work.
- Friend who works at Concordia.
- Through a brochure sent to the teachers of Vanier College.
- Flyer
- I received the program book of Winter 1990.

Lacolle Centre for Educational Innovation

USING HUMOUR TO DEAL WITH STRESS
March 31, 1990.

Evaluation Summary

(22 Respondents)

1. Overall, how would you rate this workshop?

(5)	(10)	(5)	(1)	(1)	
1	2	3	4	5	
Excellent					Poor

2. What did you find most helpful about this workshop?

- Dynamism of the animators and their ways of seeing human beings - positive attitudes. It is very refreshing.
- Overall picture of our way of responding to stress and tools to improve it.
- Both animators were dynamic and pleasant. They were also able to deal effectively with a potentially disruptive comment on the language situation.
- The idea of changing a stressful situation into a non or less stressful one.
- Gently developed examination of a serious problem; well organized and integrated presentation; built the confidence (to examine).
- Sharing with other individuals in small groups.
- To see that although we are all different, we are the same, that everybody experiences stress and how it's useful to hear different ways of dealing with it.
- Despite being full of many helpful hints, I was able to find one point helpful, my interaction with my two mates was enjoyable.
- The group work.
- Breaking up into small groups and using "Art" on paper to deal with both humour and stress.
- Le formation, certaines jeux.
- Monika and her sense of humour.
- Akido, dealing with stressful, anger provoking situations.
- The need for laughter in our lives.
- Kept me out of the way while my husband did a repair job that needed a lot of concentration and I laughed a lot.
- It's good to experience humour in dealing with stress.
- Learning to react to stressful situations.

- The enthusiasm of the leaders; the value of the subject matter.
- You are both good pedagogues - but I didn't really learn much for my self.
- The fact that all the people that came to the workshop came because in some way or the other they have difficulty coping with stress or at least they acknowledge it as the problem of the 80's and 90's that affects practically (virtually) everyone. So I'm not alone with this problem.
- The literature.
- Opportunity to laugh, for free.

3. What suggestions do you have to improve this workshop?

- None.
- More control and structure to save time and get more in-put - ending pressured.
- It could be longer.
- Even more exercises like in the first part.
- Layout of room, not enough time (but not at this time*).
- Stopped me this time!
- Regarding the break, I felt that it dragged on too long causing the feeling of "ennui" to settle in. Please be more authoritative in restarting the workshop.
- Monika Tsakanika, M.A. is a far more stimulating animator than Louise Aznavour, Ph.D.
- Handouts should all be saved to the end and we should do a bit more talking in workshops. Workshops should be limited to smaller groups.
- Plus d'information sur le rôle de l'Humour au Travail et à la maison.
- Better timing, more structure.
- More role playing and examples to relieve stress.
- Reading list.
- Perhaps some visual aids - slides.
- Less talking to us, but with us. Some attention to gender differences in stress and laughter release. Some discussion of the negative effects of humour (several opportunities came up today).
- Maybe listen to what people are searching for and how they deal with stress and also with humour.
- More "mechanisms" for coping with stress. More advice (clinical advice) as to how to manage stress. More practical, real-life experiences and their responses. But still cause was positive!
- I'd like to see the presentation speeded up.
- More time.

Lacolle Centre for Educational Innovation

TRANSFORMATIVE THEATRE: A CREATIVITY WORKSHOP FOR WOMEN

Fall, 1989

Ann Scofield

Evaluation Comments

- I am so grateful to you for having exposed me to this process - It says a lot about the kind of person you are, to have the kind of courage it takes to trust the flow (to let it happen) within a group setting. And being a part of a group that's receptive/open to this flow is simply.....well, healing. The themes that emerge from this workshop for me are scapegoating, judging, the inner versus the outer experience, the trials involved in making these connect, and the necessary separation (for growth) from the mother and what that means. Thanks for everything. So much to say, but later. For now, thank you for permission to write and not thinking or caring about the effect - just the need to let it happen. I hope we will be friends forever.
- It's incredible that it keeps getting better. This is such a good forum for learning. My big quest is to be conscious of me, and I'm becoming more enlightened. I'm definitely going to go through withdrawal. This group and you have given me the strength and drive to keep writing and I think I would have given up otherwise. It makes me want to dive in every time to swim further and learn more. This is what support is all about. Theme? Support in voicing myself. This opens it up for anyone to say anything. And I think that for us to get out of our "pits," we have to learn to speak. It's too hard to define women's discourse because so far, it eludes form! Touched over and over by you.
- This has been a great opening process for me - I feel like I'm just getting started. I appreciated your thoughts and ideas for different approaches and your discipline in leading and shaping our work. Now I wish we would have done more things as a group - those exercises were fulfilling. Thank you for allowing the process to happen. Some ideas for themes: I'm interested in Native Indian mythology - the matriarchal aspect of their

culture and Shaman rituals. That's all that comes to mind now. Thanks again for all of your wise perceptions and guidance. I'm looking forward to moving on.

- How can I tell what this has meant to me? I feel that the workshop and salon have been my link into so much; womanhood, healing, sanity, love, hope, joy and pain. Is that enough? No! I'm coming back for more. Themes: Mother/daughter, father/daughter, freedom, womanhood, life!
- The salon and the whole workshop has been wonderful-sometimes I wonder how you feel being the woman behind the scenes - forcing yourself to let each person emerge as they want, not as your image of them-holding yourself back from jumping in and playing with everyone else. But there again it must be beautiful to see all your caterpillars spread their wings and take flight. Keep up the good work. Your work is very, very important. Like I expressed before, the special part of the salon is to see the essence of each woman expressed so fully and deeply. Wonderful. Thank you. This was exactly the work I needed to do at this point in my development. I feel like there is so much material that I need to explore. This has given me the opportunity to acknowledge myself as a performer, as a dancer - I've never done that before. I appreciate your support, your astute comments, the way you created an atmosphere-so gently allowed us to be fully us. This is important work in these times. A way to find empowerment. I hope to work with you again. I just have to make the commitment. Themes: Mother, ocean, sexuality, death, abyss, the voice - prison and breaking free to speak.
- I loved the workshop and the salons were as much and more than you had told us. The work I shared was important and I've felt good about sharing it. I also really felt good being there while others in the group shared. A theme about an alternative to violent experiences of human anguish.
- Thank you for being "You" and for such a wonderful experience shared in your class. Thank you for having you as our mentor and friend and, of course, the whole process of revelations/discoveries. This is where I found my true love - music. Let's get in touch. I thank you sincerely for inviting me to this experience. It has been a tremendously deep and enriching experience for me. We were also so blessed with such a wonderful group - our mothers and daughters and our need to develop a voice. My whole theme, of course, is the

quest of the goddess which I think is a present concern. I think sometimes we were a bit at loggerheads. My shadow I think might be interacting with some shadow part in you. I have been particularly working on trying to shed other people's rules and I have sometimes responded to you like that. For me, it has meant loosening old bonds and shackles that kept me the little girl too long, the silent girl without a voice.

- They say special people come into your life as you wind your way onwards. You have been that way to me since our first evening - a strong, unique being with incredible warmth and skills to respect and bring out the process in us all - sometimes gentle, pushing a little - always helping us in the joining of our disconnected parts, finding our center and the courage to express this. So many changes in all of us. I often felt so excited, so alive well into Tuesday evening and beyond. Many thanks for a very special experience. I would like to go on sometime, but feel I want to rest my process for awhile, let it simmer a little, perhaps in the spring! Some suggestions for me: more exercises in self-expression-voice-movement. Almost a few structured exercises in with my own process pieces. Themes (feel vague about this): pagan themes, Greek myth, North American Indian themes - Shaman.
- Thanks for your energy and support. It was difficult for me to concentrate on working because I have been so busy. I would have liked to do more interactive play and improvisation, mask work, etc. I find that with a group of eight it is difficult to present often and do these things. Keep up your commitment. Don't be silent and speak up. Themes: Food (eating), poverty, disability, nature and women, women of colour, drugs, alcohol among others.

Lacolle Centre for Educational Innovation

A GET AWAY WEEKEND AT LACOLLE
Kathryn McMorro & Gretta Hashemi
Oct. 21-22, 1989.

Evaluation Summary

1. Overall, how would you rate this workshop?

(8)	(1)	(2)			
1		2	3	4	5
_____	_____	_____	_____	_____	_____

2. What did you find most helpful about this workshop?

- Visualizations/relaxation.
- Relaxed, constructive conversation and, of course, techniques of massage.
- I loved the massage, the relaxation and the atmosphere.
- The people who participated were wonderful and on the same wave length. Friendly, humorous and laid back. Good food and informal attitude.
- Change of pace, environment, etc. - present. Techniques for relaxation - future. Interaction between participants - sharing support.
- The environment, the reflexology, the interaction between people. Stress realization - everybody has it. Kathryn's acceptance of everybody and everybody's needs.
- The experiential part of learning different techniques of relaxation - Tai Chi and reflexology. Pairing off to reinforce what I had learned and having handouts so that I can remember this and techniques when I return home. Also having the meals prepared was good - the cook was excellent.
- Techniques of reflexology. The fact that it is a get away....
- The relaxed, physical/spiritual exercises, people, setting, food.
- Meeting and talking with other people. The relaxation techniques. Mini-vacation being away from my family.
- Fellowship - openness of everyone. No rush, relaxed atmosphere.

3. What suggestions do you have to improve this workshop?

- Two hour sessions vs. one hour.
- nil

- Maybe have a print-out of the oil and its affects and have more time to do other things.
- It could go a little longer on Sunday, otherwise it was perfect. (It might be nice if it happened more frequently.)
- None at present. Candles for Saturday night dinner- also there are none for power emergencies.
- Have more workshops like this, more frequently.
- none
- Better directions, map incomplete.
- Might have art supplies, games available.
- Better directions - map not well prepared. Accomodations are adequate, but could be improved.

4. What other topics or types of workshops would you like to see sponsored?

- Yoga, communications - cross-country.
- 'Wholistic' approach to life in general or specific areas.
- Shiatsu, more Tai Chi (outside)
- Something concentrating on Tai Chi and overall massage techniques.
- I wouldn't mind repeating this one.
- One for women only. A Tai Chi weekend.
- More on Tai Chi, creative visualization.
- Outside physical activities.
- Maybe art....bird watching, plant identification.
- As is

5. How did you hear about the workshop?

- In Concordia's schedule.
- A friend.
- Known about it for years.
- Information arrived at the office (NDG Community Council).
- Flyer from Concordia.
- By mail and in the Link.
- From the flyer - on mailing list.
- A friend.
- Mail
- PAPT newsletter.
- Circular mailed to me.

Lacolle Centre for Educational Innovation

LEADERS ARE MADE, NOT BORN

Vivianne Silver

Oct. 28, 1989.

8 respondents

Evaluation Summary

1. Overall, how would you rate this workshop?

(5)		(2)	(1)			
1		2		3		4
Excellent						Poor

2. What did you find most helpful about this workshop?

- Covered a lot of areas of concern and interest.
- The discussions about experiences within the context of the structure.
- It was good review.
- Presentation and material was interesting. Size of group made discussions possible and interesting.
- The skills. Talking about the problems we have at work and receiving some solutions.
- Approaching meetings with a defined method of action to get better results. All techniques are tremendously useful.
- Analyses of theories, models and skills. Modelling of group processes at work.
- The teacher, Vivianne Silver - very knowledgeable. As a man, I thought it was very good to have a woman to teach leadership - a refreshing change from the norm. I noticed a special emphasis on process, on matters of the heart, on things like self-esteem, things that men don't tend to admit or talk about.

3. What suggestions do you have to improve this workshop?

- Meetings like this, more often.
- Some role play.
- How a group works (Dimock theory), an effective leader has to understand this. Being an effective leader is 20% training and 80% common sense.
- Have a 2-day session so that information could be discussed with more detail and actually teach skills.
- Have a second day to evaluate the skills we learned and the problems we have. Have feedback with the other participants about the experience they had.

- Two day workshop with concrete applications of theories, role playing, analysis. I would definitely attend.
- Observe and analyse a videotape of a meeting.
- I would suggest more role playing in actual situations.

4. What other topics or types of workshops would you like to see sponsored?

- Communications - non-verbal, written
- Workshop on community building.
- Effective writing for your profession.
- Personal and career skills training.
- Stress management, how to make a productive day of work, a solving problems day.
- Presentation skills improvement.

5. How did you hear about this workshop?

- Mailing from Lacolle
- Lacolle
- Jackie asked me to take her place.
- As an employee of Concordia
- By my boss (Director of Nursing) who received the program from Concordia.
- Through mailing of leaflet
- I regularly received Lacolle Centre's program news.
- Material sent to my office at Concordia from Lacolle Centre.

Lacolle Centre for Educational Innovation

FINANCIAL FACTS OF LIFE

Mary Meyers

November 4, 1989.

(11 respondents)

Evaluation Summary

1. Overall, how would you rate this workshop?

(4)	(4)	(3)		
1	2	3	4	5
_____		_____		_____
Excellent				Poor

2. What did you find most helpful about this workshop?

- Very clear; in "laymen" terms (easily understood); Mary (speaker) knew the material; good format.
- Its relevance to my needs.
- Objective applicable principles, easy to understand.
- Excellent synthetic presentation of essential, basic facts and "language" of financial planning; great teaching techniques and presence.
- The breakdown of various services and plans was very helpful; the instructor was extremely well-prepared and communicated effectively.
- I found the many topics particularly useful for my own situation. The presentation was very clear and practical. I enjoyed Mary very much.
- The facilitator really started from the very basics, so it was easy to understand. The material covered was very broad so that we got a good overall perspective.
- Budgeting - Financial Management.
- The last third was the most helpful - on investment, insurance, wills, etc.
- General overview in morning session on changing my attitude towards finances. It's a practical, common sense approach that is needed with willpower to achieve goals.

3. What suggestions do you have to improve this workshop?

- Two days rather than one so we could go in more depth and have more time for questions.
- Better seating arrangements.

- Setting with tables.
- Spread over two days, with the possibility of a closer look at some of the more difficult aspects.
- I found the afternoon session a bit too technical for me; however it seemed of benefit to other participants.
- I felt that there was too much time this morning discussing concepts and general ideas. We therefore did not spend enough time on specifics, i.e., Insurance, Investments, etc.
- Less on life Insurance and more on Investments and RRSPs.
- A little less common sense and a little more specific information; too much time on introduction; something on how to establish/use credit rating.
- Less on life Insurance, more on Investments.
- The practical applications in day to day, more exploration of options available to us in our particular situations.

4. What other topics or types of workshops would you like to see sponsored?

- Public speaking (getting more comfortable in front of a group).
- Investment workshops, e.g., stock market investments.
- More of same in increasing "advanced" levels.
- Perhaps short segments dealing with one area at a time.
- Health and lifestyle and fitness related workshops would be interesting.
- How to read the stocks and specific investments.

5. How did you hear about the workshop?

- You mailed me a brochure.
- Through the brochure brought to my attention by a Concordia MBA student.
- Friend
- A friend enrolled in another one.
- Through PEDS, McGill University
- Lacolle Centre brochure
- Training Department, Concordia Human Resources
- Through a friend.
- Advertised at McGill
- Lacolle Centre brochure

Lacolle Centre for Educational Innovation

CREATIVE THINKING AND PROBLEM SOLVING

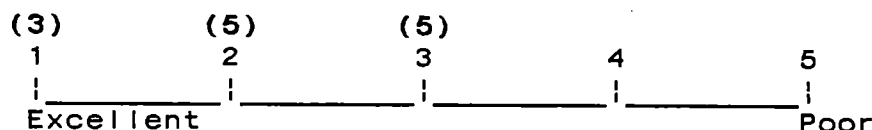
Olivia Rovinescu and Clifton Ruggles

November 10, 1989.

(13 respondents)

Evaluation Summary

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- The encouragement to use new techniques. The brainstorming without pressure to reach a solution immediately if not sooner.
- The discussion of obstacles to creativity.
- The applied nature, trying out different methods and techniques.
- Exercising the mind in new ways.
- Techniques for analysing problems in non-linear (right brain) ways. Suggestions for encouraging creativity in students. I found that my insistence on students verbalizing might in itself be debilitating - closing them off.
- Many new techniques were presented. Up-to-date information. Forced me to look at myself from new angles.
- Outlining techniques, practical experiences and technical references.
- The human interaction and its ironies and confluence.
- The varied ways to look at a problem, the use of lines and drawing in order to see various solutions.
- Working in the group (class) to express themselves.
- Different ways of looking at a problem and possible approaches to solving a problem.
- The variety of approaches available to solving problems.
- Bibliography and examples used throughout the day.

3. What suggestions do you have to improve this workshop?

- Could be two days long (more creative environment, e.g., carpeted room, chairs only for those who need them, rearrangeable chairs).
- I would like to have had more opportunity to share in experiences and perceptions of workshop participants--more input from creative individuals in the group.
- Skip some exercises (show them on overheads in a summary form) so that we have the chance to get exposed to more material and approaches.
- The classroom was a nightmare from hell, i.e., cramped, uncomfortable, askew).
- Hold it in a more comfortable space which encourages rather than discourages interaction. Supply pencils for those who only brought pens. Don't assume that solutions must be verbalized.
- More pleasant room. Less talking on the part of the teacher and more time spent on fewer exercises.
- There's too much material to satisfactorily explore and practice them in a one-day session. The classroom environment is too rigid to adapt to possibilities present in the course.
- The physical situation, cramped desks, back to back stratification was intolerable and a contradiction to the workshop topic.
- More organized type of agenda, clear cut and not moving into so many tangents.
- I would have liked to have had a more individualistic approach. There was not enough time.
- Location, classroom.
- To put the creative process and solving techniques into focus with the implications and problems that relate to using these techniques.
- I didn't find the last section after lunch helpful. I don't see how doodling could solve problems for many of us.

4. What other topics or types of workshops would you like to see sponsored?

- Workshop emphasizing teaching of non-verbal material, e.g., technical skills.
- Creative communication.
- Managing one's time creatively.
- Same type of subject but of longer duration and in a removed setting.
- 'How to Find Access' or 'You Have the Solution, Where Can You Insert It in the Socio-Economic Structure'.
- In the same vein - creativity for personal and professional growth.

- Keep the flow and focus on creativity, the rest will fall into place.
- Work more on problem solving techniques that are more practical.

5. How did you hear about the workshop?

- Through a teacher at Vanier who received the whole brochure on the Lacolle Workshops.
- Internal mail, Concordia
- Information arrived at the office
- Memo in campus mail
- An ad in a community newspaper
- Pamphlet distributed at work
- University handout
- Mail
- Pamphlet
- Lacolle Centre brochure
- Advertising flyer
- We received a flyer at our hospital.

Lacolle Centre for Educational Innovation

ADAPTING TO CHANGE

Kathryn McMorro

November 11, 1989.

Evaluation Summary

(7 respondents)

1. Overall, how would you rate this workshop?

(6)	(1)				
1	2	3	4	5	
_____	_____	_____	_____	_____	
Excellent				Poor	

2. What did you find most helpful about this workshop?

- The layouts, summaries, handouts, personal rapport of teacher and the group members.
- An excellent overview of many areas and implications of change. Interesting people.
- Information - list of books as former references.
- Focusing on imminent changes in any life.
- Pacing. Content relevant, well presented. Speaker very capable.
- The leader of this seminar, Kathryn, was most skillful in relating new and sometimes difficult information to the group in a very sensitive and encouraging way. Very comfortable atmosphere.
- Communication with others. Having various book references. Finding psychological logic and terms to change processes guidelines.

3. What suggestions do you have to improve this workshop?

- Make it longer or stretch it in two 6-hour each session.
- It would be great to have several sessions to further explore the many topics.
- I found there wasn't enough time, maybe a few Saturdays.
- More on these very important aspects of life.
- The option of having additional time to talk to the seminar leader on a one-to-one basis as well as at the end. Possibly stretching this to a 2-day or longer class and being able to do some readings and further communications as a result.

4. What other topics or types of workshops would you like to see sponsored?

- Assertiveness
- Burnout, stress management
- Motivation courses
- More of these very important aspects of life.
- Effective thinking, time management
- How to manage money.
- Seminar on decision making.

5. How did you hear about the workshop?

- Lacolle's bulletin distributed in a night seminar.
- Mailout information for PAPT circulated in schools.
- Professor at Concordia
- Your mailing
- Alumni Magazine
- From a friend
- I am a student at Concordia

Lacolle Centre for Educational Innovation

TIME MANAGEMENT: MYTH OR REALITY?

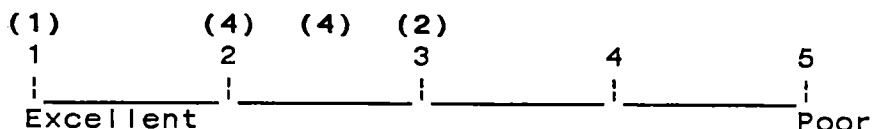
Helene DeSerres

November 24, 1989.

Evaluation Summary

(11 respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- To find time bandits and the solutions, planning.
- Practice/application of theory.
- Establishing objectives, prioritizing.
- Planning section.
- Sharing ideas, evaluating personal experiences.
- It helped me focus on certain priorities. I received a number of helpful suggestions.
- Discussion with other people in the workshop about their problems; workshop leader added very good comments.
- Specifying objectives clearly, analogy of planning house to time management.
- Explanation of what constitutes a specific objective (4 requirements).
- The group discussions.
- Refresher.

3. What suggestions do you have to improve this workshop?

- At the start, it could be clarified that the objective chosen will serve for all the workshop.
- Lengthen, more group work.
- More time on concrete problem solving, less time on generalizations.
- a more comfortable setting.
- Perhaps a bibliography of publications relating to the topic.
- Coffee in the room please.
- Objectives - Prioritizing Activities needs to be clearer.
- I would the part where we moved from objectives to priorities a bit confusing.

- Teach/discuss more specific skills.
- Needs more structure, clearer outline.

4. What other topics or types of workshops would you like to see sponsored?

- Problem solving, clarification of mandates.
- Communications.
- Money management.
- How to eliminate clutter and deal with paperwork "overload".

5. How did you hear about the workshop?

- By the documentation sent to the hospital Santa Cabrini to my director who has transmitted the information.
- University flyer.
- Flyer sent to office.
- From Concordia's Lacolle Centre.
- Lacolle Centre list.
- I received your program.
- Lacolle circular.
- Friend.
- Lacolle Centre - Internal memos.
- My friend.

Lacolle Centre for Educational Innovation

CAREER AND LIFE PLANNING WORKSHOP

Priscilla Kredi

November 25, 1989.

Evaluation Summary

(5 respondents)

1. How would you rate this workshop?

				(1)	(4)
1	2	3	4		5
Not at all					Very
helpful					helpful

2. What did you like most?

- Tools to work with, productive, reached a conclusion.
- Experiential exercises, concrete information on skills/interests.
- Handouts and charts.
- Think of your ideal career.
- The experiential aspect of it - doing work!

3. What did you like least?

- n/a
- Actually I liked it all.
- Restricting time limit.
- Writing down your biggest accomplishments.
- We were a bit rushed at the end.

4. In what ways did you find the Strong Campbell Interest Inventory helpful?

- Categories, groups of interest.
- Identifying discreet skills/interests.
- Very, it made me find out all my skills and interests that I did not know about.
- Could globally see my skills and interests.
- Very thorough and comprehensive, familiar (similar to other inventories I've done - e.g., Myers Briggs).

5. What did you learn from this workshop that will help you in developing your career goals?

- Not to consider how many years and sacrifices I have done for my present career; just look ahead and don't be afraid of changes.
- Skills and interests, confidence, networking.
- What alternatives are opened to me, and which are my biggest interests.
- I know where my strongest field is.
- To take risks, to feel I have a choice.

6. In your estimation, what, if anything, was missing?

- None very complete.
- More concrete information on career choices.
- Nothing.

7. Other comments.

- Priscilla is an excellent trainer/facilitator. Managed seminar well, structured well.
- Would you consider changing from styrofoam cups to paper cups? They're more environmentally friendly!

Lacolle Centre for Educational Innovation

METHODS FOR MEMORY IMPROVEMENT

Alexander Ackerman

Feb. 3, 1990.

Evaluation Summary

(18 Respondents)

1. Overall how would you rate this workshop?

	(1)	(1)	(10)	(1)	(3)	(1)
1	2	3	4	5		
_____	_____	_____	_____	_____		
Excellent						Poor

2. What did you find most helpful about this workshop?

- Getting you to actively practice.
- Various exchanges, not being only person with rotten memory.
- That other people have memory problems as well and must work to improve it.
- Input from fellow students. Practical ideas presented by lecturer. Opportunity to state problems and concerns.
- Other people with same problem; practice/experiential approach; variety of approaches and opinions.
- That other people have the same problems that I do...in one area or another and that natural processes are ongoing.
- I actually did not find this helpful except to pay more attention when reading.
- Group interactions/input, practicing techniques.
- Practical aspect.
- References, tips for remembering.
- Exchanging, practicing techniques.
- Discussions
- Knowing I'm not alone. Being told some chemicals might help. Given a few techniques to try to see if they work for me.
- Exchanging with other people.
- Exchange of ideas with other participants.
- I didn't learn anything new.
- Very little
- Future will tell, after I try some of the ideas.

3. What suggestions do you have to improve this workshop?

- Video
- More factual information.
- More background information on memory function and natural deterioration. More specific reference to diet changes and foods that effect chemical balance.
- Better control of time.
- A more structure first hour, with facts and figures, results of studies and statistics. Then a structure 30 minutes in a group with results of discussion brought out at the end....and written type tests.
- Use techniques more. More tests. Elaborate on the different foods.
- Would have liked more theory on memory functioning, having spent less time on the same topics. Better structure.
- More theory on memory and what impacts on memory. An elaboration of the notes.
- More visual techniques.
- Maybe a video on the subject to break up the morning a little, to show a different aspect.
- Presentation needs to be more dynamic. Professor was pleasant but very low key.
- More theory especially at beginning. Too casual a style of delivery by instructor.
- More theory, not focus as much on learning names in class.
- Some substance, theory, a variety of exercises, following outline - the entire workshop was coffee break chatter about who uses what memory aids.
- We should not lose too much time with names to remember, but more on long term memory.

4. What other topics or types of workshops would you like to see sponsored?

- Remembering past - childhood. Freeing oneself from repression.
- Another memory workshop, maybe six months later as a follow-up.
- Stress, suicide prevention (2 days).
- Memory loss related to age.
- Already a good variety.

5. How did hear about the workshop?

- Lacolle brochure sent to me.
- Through family
- From Lacolle Centre
- Flyer from Lacolle Centre

- Flyer mailed
- Lacolle brochure that my daughter saw at her work place.
- A Lacolle brochure was passed at work.
- Through administration: Ecole Laurentide
- Through brochure sent at my workplace.
- Vanier CEGEP
- Mailing list
- Through a friend
- Flyer at work
- Advertised at work
- Lacolle newsletter
- Thursday Report
- Lacolle Centre agenda

4. What other topics or types of workshops would you like to see sponsored?

- Humour and others, e.g., ethnics.
- Stress in relationships.
- If possible, more on humour.
- *I see this as an excellent introduction. The scenarios we were inspired to begin to share at the end could form the substance of a further workshop.
- More dialogue about how to deal with stressful, no-win situations.
- Being single in today's society. More Saturday afternoon workshops.
- I can't say.
- Self-esteem courses, self-assertiveness.
- Uncertain. Maybe something on sustaining centeredness.
- Dealing with management when you're not.

5. How did you hear about the workshop?

- The brochure.
- Gazette
- Brochure sent to our school board.
- I received from Concordia an annual list of workshops given.
- In my graduate rag.
- Newspaper clipping.
- In a booklet.
- I received your program through the mail.
- Tip sheet in the Gazette.
- Gazette, mailing.
- Flyer and friends.
- The Gazette Newspaper
- Through my boss
- Read it in the "Tip Sheet" (Susan Schwartz), Gazette.
- Newsletter
- Advertising
- In the mail
- By a friend
- Through Lacolle publication
- The Gazette's "Tip Sheet"
- Lacolle Centre folder circulated at work.

Lacolle Centre for Educational Innovation

EFFECTIVE COMMUNICATION IN BUSINESS

April 7, 1990

Evaluation Summary

(7 respondents)

1. How would you rate this workshop?

1	2	3	4	(7) 5
_____	_____	_____	_____	_____
Not at				Very
all helpful				helpful

2. What did you like most?

- Truly all was very useful and well presented.
- Useful information, presented in a very interesting and clear way. Lots of good practical applications.
- The fact it was a true exchange between participants.
- The sharing, the examples.
- I liked the instructor - she was excellent and relaxed.
- I liked the tools and the practical ways of being assertive.

3. What did you like least?

- I would prefer to have a longer session.

4. Which techniques did you learn in this workshop that will help you become more assertive?

- D.E.S.C.
- To understand the difference between assertiveness and aggressivity.
- D.E.S.C.
- D.E.S.C. technique - time out - paraphrasing.
- The difference between assertive and aggressive and passive.
- Ways to speak assertively.

5. Would you suggest any changes or make any comments?

- Can't do more in the very limited time.
- It would be good if when referring to relationships, etc., they not always be assumed to be heterosexual in nature.
- None. Thank you.
- Thanks.
- Just to have a few more examples written down.

Lacolle Centre for Educational Innovation

THINKING CRITICALLY ABOUT MORAL AND SOCIAL ISSUES

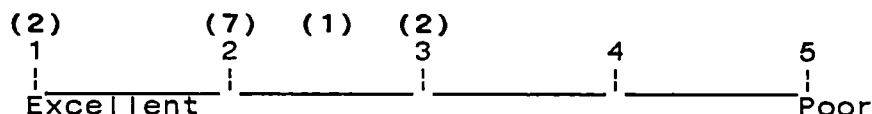
Olivia Rovinescu and Stanley Nemiroff

May 11, 1990.

Evaluation Summary

(12 Respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- The overall focus of the workshop was excellent. It helped me to develop a better understanding of what "critical thinking" is and how to apply it in my teaching and personal life. I did find the makeup of the group interesting. There was a split between "male" and "female" with many of the men taking control and the females being more passive. I do not mean passive in a negative way, but not putting in the effort to fight for (gain) control. Perhaps a workshop looking at male and female approaches to problem solving would be interesting.
- Flexibility of leadership.
- Gave concrete suggestions to develop critical thinking and to analyze others' discussions/reports.
- Examining the criteria of sound reasoning. Using excerpts of material and developing questions for classroom situations.
- Meeting a dozen people from different backgrounds articulate about the workshop issues. Levels of reasoning exercise, taxonomy of critical thinking.
- The opportunity to understand how very differently people assessed reasoning levels; the focus on developing questions for students.
- It will help me to evaluate and question.
- Thought provoking, well-prepared, good examples and activities.
- Suggesting strategies for teaching values. Seeing the possibilities of critical thinking applied to value questions.

- It brought out information that I knew but had never had to examine and vocalize. I have more of an awareness about thinking critically and analyzing argument.
- It gave me a better understanding of this process and some insight on how to incorporate it in a teaching situation.
- Taxonomy of what to look for in a logical or illogical argument.

3. What suggestions do you have to improve this workshop?

- More time or fewer scenarios for Exercise 1.
- Dyads were helpful to facilitate discussion - time constraints cut back on dyad interactions.
- None: carried out very well. Moved at a good pace. It was well controlled and information was elicited in an innovative way.
- Smoother timing of exercises to allow for full development. A little more clarity about tasks for exercises.
- 'Briefer' introductions and explanations of activities/exercises would give more time for practical work.
- Fewer topics - more time to pursue the topics included.

4. What other topics or types of workshops would you like to see sponsored?

- Techniques for teaching about social issues.
- Dealing with different people - being client, student, co-worker - how can we defuse situations. How to give better presentations.
- Moral problems; personality/ethical conflict solutions, etc.

5. How did you hear about the workshop?

- In Vanier College where I work
- flyer
- through a friend at McGill
- from a V.P. at school
- through the Concordia newspaper
- the Lacolle centre brochure
- flyer through mail
- Centre calendar received in school
- brochure
- I was given a form from someone attending university.
- Lacolle Centre Information
- through our pastoral animator

TRANSFORMATIVE THEATRE: A CREATIVITY WORKSHOP FOR
WOMEN
Ann Scofield
Spring 1990

Evaluation Comments

- Ann has great skill as a facilitator and director. I thank her for caring deeply about who I am and what I do. I would like to work with her again.
- In my life as a performer I have had few experiences which have stood out as landmarks--this has been one of them. This work validates us as women, validates process vs. product, it validates crazy ideas. It gives us a place to grow, to discover, to experiment. It enables us to share, to learn to help, to participate...this has been tremendously inspirational and gives hope, faith to go ahead. A nurturing safe place to be, a place of permission opening up all sorts of possibilities. Ann has given a strong, warm, guiding hand.
- I feel nurtured in a deep spot that I know was hungry--and during the session discovered it was starving - near death. Ann and the forum of her workshop helped me find a way to nourish that neglected part of myself. Ann exudes a healing, loving energy that inspires exploration and growth. I'm really grateful.
- This process is very empowering and strange for me. I am slow in connecting and coming out. I feel that I am just starting to really use this very special opportunity to explore and play. It's healing to find that others feel as I do about things like fears and love. I've found myself wondering what I was doing here but always came back so I guess these past few weeks have shown me why I'm here. It's good for me and I want to be good to me. Thanks.
- Ann allows a unique space by clearly prioritizing women's internal experience over externally defined roles. Her generosity and enthusiasm are important to the process. And being sensitive to the internal process, to the needs of the individuals. Her experience with and love of discovery is tremendously motivating. Also the way she synthesizes among and between women, encouraging sharing and exploration, pushing the boundaries. It has been very special for me to participate in this group. I give myself more permission all the time to express who I am.

- A clear eye to see and respond/warm encouragement/honesty and inspiration//the discipline of weekly meetings - this workshop was a creative lifesaver for me.
- I was able to just be, instead of feeling I had to be bright, "on," perceptive - for me a huge relief and change, largely due to Ann's leadership--subtle, allowing, never pressuring...In conceiving and running this workshop, Ann has created one of those rare sacred places where magic can happen.
- At first I felt a need for more direction. Yet ultimately Ann's "style" in this particular workshop was right for me and gave me and others the courage and freedom to explore... I look forward to doing another workshop and feel it's quite a special space which Ann is quietly up to creating.
- I marveled at the creativity and variety of presentations. Most of all, all this sharing of gifts confirmed what I believe, that all is process, that art is everywhere transparent through our loving presence to life and can be fun! I enjoyed every moment.
- This session has been very meaningful to me. After the second Salon, I knew I had received a taste of something that would change my life. I felt changed, as if I had visited a place completely new to me. At the same time, I felt as if I had come home. I am so grateful to Ann for providing a setting where this kind of discovery is possible. I have never been in a setting like this before and I thank you for this rare, life-nourishing gift.
- I am impressed at what my sisters and myself have created in such a short time.
- The workshop has been fascinating. All the facets of women and their creativity was amazing and mindblowing. There were times when I didn't identify...but there were a lot more moments that were uplifting and provocative - and sheer delight.
- This session was very important for me in the acknowledgement of myself as an artist. I didn't need to create this time around, I just needed to share my thoughts and fears and absorb the work of other artists. It is largely because of Ann and the workshop that I look forward to the next creative period with hope and some confidence.

- Thank you for the opportunity to be in a safe, creative environment. I can't really pinpoint what it is I've learned from the workshop. All I know is that this workshop has coincided with a really significant time in my process - a time for me of living happily and truly touching a creative core. Keep up the good work, we need it!

ANNEX G:ARTICLES

CRITICAL

by Olivia Rovinescu
and Stanley Nemiroff

Thinking

The debate about process and content

Teaching thinking is "in" these days. Textbooks at many academic levels have been redesigned in order to help develop students' thinking skills. In some parts of the U.S., critical thinking courses are compulsory at the college level. Centres for the study of the theory of critical thinking and its implementation in education have sprung up in different parts of North America. Several international conferences on critical thinking have taken place in the 1980s. Is critical thinking just another band wagon or does critical thinking discourse have an enduring significance for educational theory and practice? The following quote questions the teaching of critical thinking. Let's examine it critically.

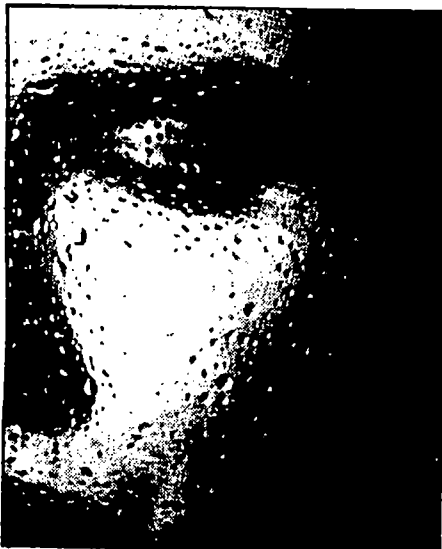
"What's all the fuss these days about teaching students how to think? As if we don't already do that! Indeed! What have we been doing all these years in education if not teaching students to think? As far as I'm concerned, that's what teaching's all about. It's standard operating practice. In teaching your subject, you teach students how to think about that subject. I don't believe we should be teaching thinking skills instead of the content of our disciplines. The more information the students have at their disposal the better thinkers

they will be. I for one am not ready to jump on the critical thinking bandwagon."

We will use aspects of the critical thinking approach both to illustrate how this approach would address the criticisms raised above as well as to demonstrate the process of critical thinking as it can be applied to a piece of text. Instead of using expository prose to define critical thinking, we've chosen instead to help the reader "discover" what the critical thinking debate is all about by exposing the reader to conflicting ideas about it. This approach is consistent with the aims of critical thinking which holds the view, similar to that of Socrates, that knowledge is to be discovered in the confrontation between conflicting points of view.

Identifying Assumptions and Engaging in Self Reflection

Before analysing our quote in more detail, it is important to note that our speaker approached the issue of critical thinking from a particular standpoint or ideological perspective. Specific assumptions about what knowledge is and how it is best imparted become evident as the case is stated. These assumptions are not addressed



openly but hover all pervasively in the background. An assumption is like the foundation of a house. If the foundation is shaky so is the house. If the assumptions upon which an argument rests are shaky, so too are the arguments. To be a critical thinker entails learning to identify and to question our assumptions and not to allow them uncritically to infiltrate our thoughts and distort our perceptions. Once we can pin down our assumptions more clearly we can attempt to assess them critically. Along with a clearer understanding of our assumptions comes the possibility of abandoning ideas we come to realize are not well founded or fallacious. Self reflection is an important part of thinking critically. One way of achieving this self reflection is by asking questions such as, What makes me say that? How do I know for sure? What are my reasons? What am I assuming? What do I mean by that? What can someone conclude from what I am saying? What set of facts does my belief rest upon? What authorities can I cite in support of my views? Thinking critically requires our posing such questions to ourselves. But this need not be a solitary activity. We can and should pose such questions to one another in dialogical discussion. When the aim of dialogue is to think critically together rather than to "defeat" one-another, we "appropriate" the probing questions posed by others and address them to ourselves.

When claims about complex and controversial matters are made dogmatically, without reservations or qualifications, the chances are that the speaker has not posed such self-reflexive questions. This appears to be the case with the author of our quote. It seems that our speaker is embedded or trapped in a particular educational ideology, unwilling or unable to step out of it in order to assess with reasoned detachment the issue of critical thinking.

Overcoming Bias

It is often the case that when we have strong views about an issue we find it difficult to examine the issue because we cannot extricate ourselves from our prior beliefs. We tend to state our case categorically rather than attempt to substantiate it through the use of evidence and examples. It is



Individuals who cannot think critically (are) 'rudderless boats, destined to flounder through life at the mercy of every eddy and cross current that touches them.'

important to help students learn how to step back from what may be their own biased perspectives in order to assess problems more fairly, more open mindedly. The best way of doing this is to encourage them to get into the habit of learning to make the best possible case for opposing views and to formulate the strongest possible objections against their own views before attempting to defend their own perspective. To offer easy-to-shoot-down arguments that essentially misrepresent the other perspective as our speaker has done, is evidence either of a lack of thoughtful consideration or intellectual dishonesty.

At this point you may be annoyed that we have not revealed who the author of our quote is. It is time for us to confess. The quote is a spurious one which we have concocted for the purposes of this discussion. If you are thinking critically, you might wonder if we are not guilty of intellectual dishonesty, of constructing a flimsy quotation that we can proceed to dissect critically. Have we presented in the quotation the best argument for the view which opposes our own? Perhaps not. We leave it to you to

decide. Having come clean and gotten that off our chests, let us nonetheless proceed to look at the "speaker's" argument more closely to discover the extent to which the reasoning is problematic.

Supporting Claims

Our speaker suggests that we already teach students to think critically yet does not provide any evidence for making this claim. It is maintained that getting students to think is "standard operating practice" but nothing is offered to support that belief either. Does the speaker know how other subjects are in fact being taught - in his/her own institution as well as in others? From a critical thinking perspective one would want to know on what basis the judgement was reached. What criteria are being used? Is this an intuitive feeling on his/her part or is it based on some concrete evidence? The speaker argues that in teaching your subject you teach students to think about the subject and claims that "the more information students have at their disposal, the better thinkers they will be". The exact nature of these

correlations are not made explicit.

Clarifying Meanings and Analyzing Concepts

The very meanings of the key expressions are not sufficiently explained and no evidence is cited, no justification is given for concluding that students are "taught to think" when a "subject is taught", or that having more information is sufficient to make one a "better thinker". What exactly, does the speaker mean by "better thinker"? Is he/she using this expression in the sense elaborated by the discipline of Critical Thinking? Not likely! What does the speaker mean by "teaching your subject"? There is no universally agreed upon definition of this expression. Indeed, what constitutes "teaching a subject" is a matter of heated controversy. To some it may mean imparting information in a didactic manner and to others it may mean facilitating activities that lead to the discovery of knowledge.

Essentially, the speaker of our spurious quote is guilty of "begging the question" or simply assuming the view he/she should be proving • namely

that we teachers are in fact teaching students to think.

When our speaker says, "that's what teaching's all about" he/she is in peril of committing a version of the "is-ought" fallacy namely, believing that just because something "ought" to be the case, it necessarily "is" the case. Just because education "ought" to develop the students' critical faculties, it does not necessarily follow that the teaching which is in fact done does so. Making such distinctions explicit is an important part of critical thinking.

It is interesting to note that at first glance, the speaker appears to have a coherent point of view. We do not readily notice the slogans and platitudes embedded in the speaker's remarks, mainly because we have heard them bandied about in educational circles so often that we assume we know what is meant by them. We think we know what's meant when someone talks about "teaching thinking" or "teaching content" when in fact they have not defined what they mean by these concepts. If we stop and examine what is being said in our quote we find apparent contradictions as well

as false dichotomies inherent in the arguments. The speaker says that we shouldn't be teaching thinking skills instead of the content of our disciplines, implying that one either teaches thinking or one teaches content. A "false dichotomy" is created by suggesting that either one teaches thinking or one teaches content. In making this statement the speaker neglects to consider the possibility that they can both be taught simultaneously. The polarization is of his/her own making, a function of his/her lack of knowledge about critical thinking pedagogy. It might be that it is the speaker him/herself who cannot entertain the possibility of a dialectical relationship existing between process and content and therefore attributes to critical thinking characteristics that are in fact erroneous. There is a further confusion here. The speaker says that we shouldn't be teaching thinking instead of content yet elsewhere says that teaching students to think is in fact what teaching is all about, it's standard operating practice. How can we explain this apparent contradiction?

The speaker uses other rhetorical "moves" to make her/his point. In asking "What have we been doing all these years in education if not getting students to think?" the speaker is implying that just because we've been carrying on educational activity for many years we must have been accomplishing our objectives. Not necessarily so! Referring to the number of years that we have been teaching in this manner does not, in itself, provide us with sufficient grounds for concluding that teaching students how to think has in fact happened. In referring to the legacy of our past, the speaker is attempting to convince us by association with tradition, as opposed to providing reasons to back his/her assertion.

Developing Intellectual Integrity

In essence, what the speaker has done is effectively to close off discourse about critical thinking by attributing to it a limited if not an entirely erroneous set of characteristics. He/she has framed the discourse in such a way as to minimize its scope, thus enabling him/her to dismiss it more readily. But critical thinking constitutes a highly elaborated discipline. The speaker confesses to know



Teaching a subject critically requires focusing on the reasoning processes involved in it, on the processes of justification, validity and so on, that are appropriate to that subject.

little about "the fuss" being made on its behalf, yet he/she is willing to dismiss it without further investigation. One of the most important of the critical thinking skills is that of learning to avoid the pitfalls of making up one's mind prematurely or jumping to conclusions without doing further investigation. Closing off discourse in this manner results in our continuing to perpetuate preconceived notions and not subjecting them to critical scrutiny.

Exercising Fairmindedness

Being a teacher of critical thinking, then, entails developing in the students the ability to consider viewpoints other than their own. To become aware of the limits of knowledge, we need the courage to face our own prejudices and ignorance. To do this, we must be able to empathize with and reason within points of view other than our own. What Richard Paul, Director of Sonoma State University Centre for Critical Thinking and Moral Critique, calls "intellectual justice" is being fair to the views we oppose and learning to formulate opposing arguments in the strongest possible form. A good argument is one that addresses the possible criticism of counter examples and other perspectives. Critical thinking also involves being flexible enough to change a position when the evidence and reasons are sufficient to warrant so doing. Another important aspect of critical thinking is an emphasis on bridging the gap between reason and emotion. Being a critical thinker in what Richard Paul refers to as the "strong sense" requires that we understand our feelings and emotions in relation to our thoughts and ideas. It entails an awareness that our feelings would indeed be different if we had different thoughts about, or a different interpretation of, the world; and that conversely, our interpretation of the world would be different if we had different feelings. As Paul has suggested, there are deep-seated tendencies in the human mind to reason in such a way as to maintain self-serving or pleasant illusions, to rule out or undermine opposing ideas and distort or misinterpret experiences in order to reinforce our own world view.

Critical Education

A critical conception of education is



Teaching critical thinking across the curriculum does not mean substituting new course content for existing content, but utilizing the existing content with a specific focus on thinking through the logic of the discipline.

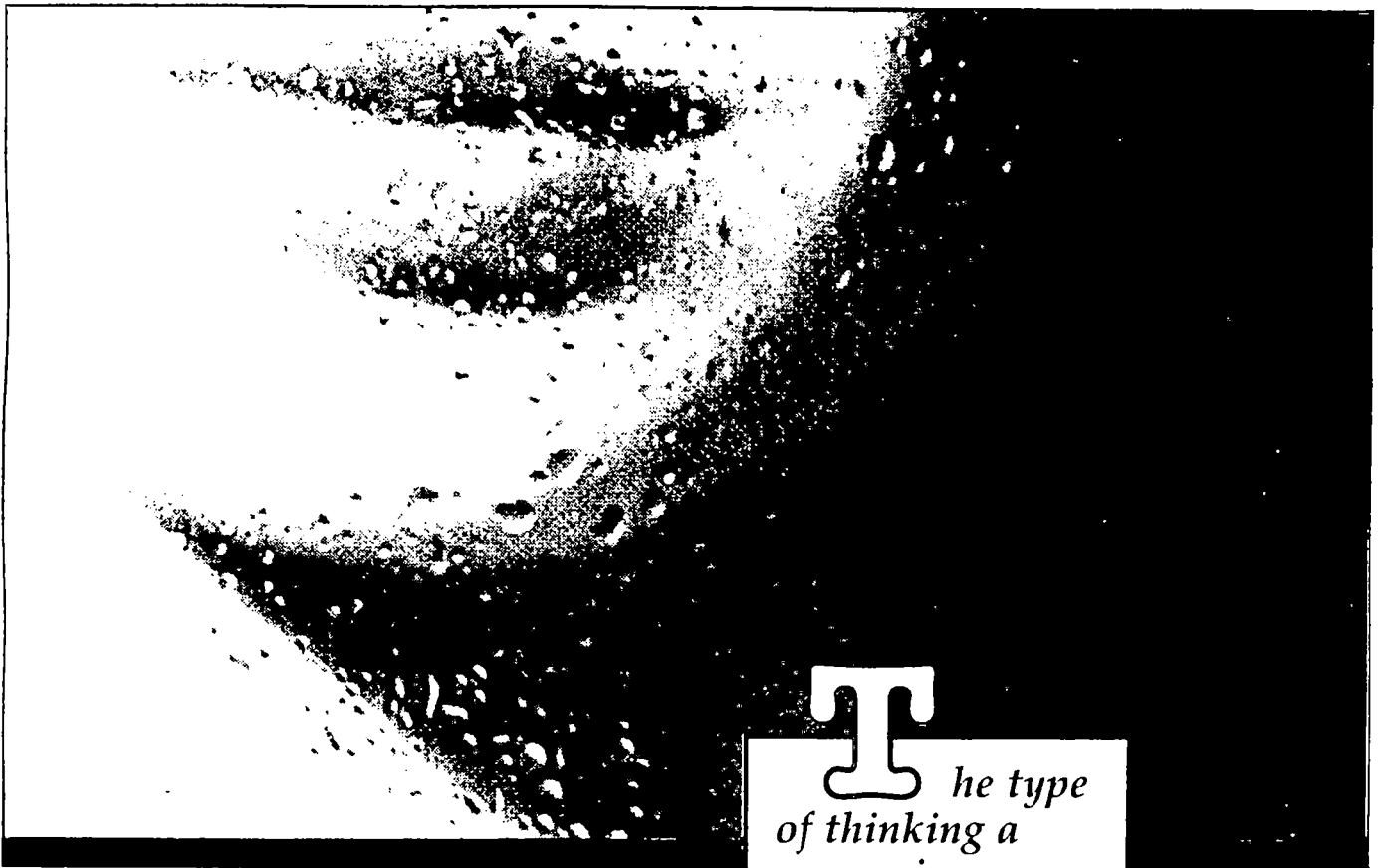
committed to helping students forge significant connections, designing instruction in such a way as to help students learn how to think rather than what to think. Basic to the critical thinking approach to education is the view that one gains knowledge in a meaningful way only through the act of thinking, and that the process of education should be the process of students gathering, analyzing, synthesiz-

ing, applying and assessing information for themselves. This is not to deny that the teacher can and should be a source of information as well as an organizer, stimulator, motivator, guide, facilitator, coach and critic. Nor is it to deny the importance of student to student interaction in group work. At the same time we should not forget that content which students memorize in strictly didactically taught courses is often quickly forgotten or, even if available to recall, is not employed when it should be. Research confirms that knowledge which is acquired through regular application in a variety of situations is longer lasting and transferable to future situations. Focusing explicitly on critical thinking tends to empower students because they are actively involved in their own learning and not passively absorbing information. They are actively reflecting on their knowledge and employing their skills to understand the subject matter. It is imperative that it is the students themselves who make the connections, and that the connections are not being made for them.

It is important for students to learn to think their way through the logic of the content of their courses using their own experiences, their own assumptions, their own ideas and then subjecting these ideas and assumptions to critical scrutiny. Vincent Barry, author of *Invitation to Critical Thinking* compared individuals who cannot think critically to "rudderless boats, destined to flounder through life at the mercy of every eddy and cross current that touches them".

According to a critical thinking conception of education, students should be encouraged to question claims and points of view rather than merely to ingest them. As Richard Paul, so graphically put it, we must get away from the "emaciated cow" notion of the learner. This view assumes that students need to be fattened up with all the knowledge that we can stuff into them.

Teaching critical thinking across the curriculum does not mean substituting new course content for existing content, but utilizing the existing content with a specific focus on thinking through the logic of the discipline. At more advanced levels this involves understanding how important contributors to the discipline reached their



The type of thinking a person is motivated to do is triggered by the kind of question posed.

conclusions and solved problems, since higher order thinking is required for the development of disciplined knowledge. But critical thinking is also required for the meaningful acquisition of existing knowledge, and students do not have to wait until they get to graduate school to engage in it. Clinical studies of classes engaged in Philosophy for Children programs confirm that children are capable of, and are generally enthusiastic about dealing with the kinds of questions that stimulate critical thinking. An emphasis on thinking does not detract from course content. Indeed it enhances existing content by making it meaningful.

Critical thinking has characteristics that cut across the curriculum. Common to most subject matter are the requirements for: justification, relevance, clarity and validity. Each field recognizes the importance of analyzing issues, synthesizing information, forming solutions to problems, evaluating these solutions and forming judgements about them. Of course, the various subject areas utilize different terminologies, have different criteria for what counts as data, and what constitutes acceptable and valid reasons. Teaching a subject critically re-

quires focusing on the reasoning processes involved in it, on the processes of justification, validity and so on, that are appropriate to that subject.

Teaching critical thinking requires a classroom atmosphere that is conducive to the development of thinking, an atmosphere in which the process by which ideas are arrived at is as valued as, or perhaps even more highly valued than, the product, and in which intellectual risk taking is actively encouraged.

Asking thought-provoking questions is the key to helping students think critically because such questions act as stimulus to thought and impetus to the imagination. The type of thinking a person is motivated to do is triggered by the kind of question posed. As John Dewey put it, questions can be either a way of "evoking, stimulating response or stultifying inquiry. It is, in essence, the very core of teaching."

If we are not helping students develop skills at searching for information, if we do not provide them with the opportunity to discuss their ideas

with their peers, if we do not encourage students to understand a problem from a variety of different vantage points or competing ideological perspectives,

if we do not stimulate them to actively question the meaning and implications of what we are teaching them, if we do not encourage them to examine their own assumptions for believing what they are believing or do not provide for our students opportunities to gather their own evidence to justify or criticize claims and points of view, then we are not helping them to engage in higher order inquiry, we are not helping them to develop the skills needed to acquire knowledge in a meaningful way.

In a complex world where the amount of information is overwhelming and rapidly expanding we must develop the thinking skills needed to make the best use of information. Unless we know how to think for ourselves we will be limited to routinized and often ineffective or inappropriate ways of responding to problems. Because of the massive availa-

YOU KNOW (although never for sure) THAT YOU'RE TEACHING CRITICALLY WHEN YOU:

- Frequently ask questions during each class that stimulate students' thinking as well as encourage students to pose thought provoking questions of their own.

- Wait for the students to grapple with a question before proceeding to answer it yourself? (if you do not, you are not alone, studies have shown that most teachers wait for two seconds before answering their own question).

- Encourage students to build on each others ideas and revise their ideas in light of reasons from others.

- Introduce multiple perspectives or paradigms about your subject.

- Admit gaps in your own thinking and wonder aloud with the students, modelling for them what your own thinking process is like.

- Provide assignments that encourage a critical and creative treatment of the subject matter.

- Give students tasks that call upon them to develop their own categories and modes of classification instead of providing them in advance.



In a complex world where the amount of information is overwhelming and rapidly expanding we must develop the thinking skills needed to make the best use of information.

bility of information made possible by our current electronic media, critical thinking is more crucial than ever before. Individuals are confronted with a plethora of competing and conflicting claims and points of view from a variety of sources. Critical thinking is essential for individuals to form intelligent judgements about events around them, events that have multiple interpretations.

Our previous learning and experiences impose structures on what we see, how we interpret reality, what meaning and significance we give to new ideas and experiences. There are paths of inquiry that never get pursued because it is infinitely safer to approach new ideas in ways that have served us in the past. We recognize the familiar thought structures and build on them rather than break out and construct new structures. Thus emerge biases, prejudices and pre-conceived notions of every variety. Like the wagon wheel that inadvertently falls into the hardened mud where many a wagon wheel had passed before, so

too, our thoughts take predetermined paths when we do not challenge our assumptions. Critical thinking encourages us to take "the road less travelled", and when that is not possible, it provides us with the tools to break the hardened mud, redirect the path and make new inroads to knowledge.

OLIVIA ROVINESCU is Director of the Lacolle Centre for Educational Innovation of Concordia University and is sometime lecturer in the Faculty of Education at McGill University. She has co-authored three books and is currently co-authoring another entitled, *Dialogues on Values and Critical Thinking*.

STANLEY NEMIROFF is Chair of the Department of Religion and Philosophy in Education at McGill University. Along with Olivia he has co-authored *Words on Work* (Globe Modern Curriculum Press) and the forthcoming book on critical thinking.

TV

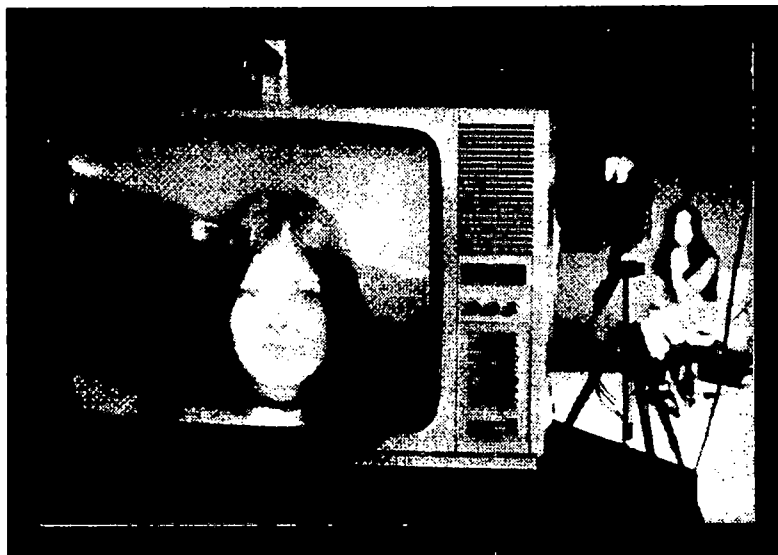
Television:

By Olivia Rovinescu

What does literacy mean in the age of commercial television? Does television by its very nature obliterate the possibility of literacy or does literacy take a new form in the electronic age? By the time a student graduates from high school he or she will have spent approximately 22,000 hours watching television. The implications of this statistic are devastating for education. Studies indicate that watching television causes a decline in our attention span and tends to destroy our ability to concentrate. Television invites passivity and discourages us from using our critical faculties. Compared to print, television communicates in a relatively non-linguistic and non-conceptual manner and thus after years of television viewing, few students are able to achieve the intense concentration and intellectual rigor necessary for critical and creative thought.

Television technology distorts reality and inhibits rationality. It distorts it either by sequencing it, framing it, enlarging it, or reducing it. The result is that we are being persuaded without our being aware that any persua-

sion has gone on. Television influences us through the power of suggestion, imprinting a particular conception of reality in our minds. It shatters our attention span and gives us a fragmented way of understanding. As a result, we do not have a linear, sequential understanding of issues or events. Our thoughts do not follow an



ordered, logical progression. We tend to scan information, picking up fragments here and there which tend to form "impressions". These are often not the result of a rational thought process. Due to obvious technical considerations, television images are altered, re-created, sped-up, slowed

down, interrupted and ripped out of context. The news may reduce an important, complex event to a thirty second time slot, eliminating most of the information that a reasonable thinking person would consider necessary to the understanding of that event. Technical tricks are employed to capture and hold the viewer's atten-

tion. When an event is slow paced, television can simulate activity technically, by zooming, panning and cutting. In collapsing the timeframe of events and concentrating the actions into a continuous flow, television can and often does present a very distorted picture of reality. A relatively peaceful demonstration can be made to look like a bloodbath of violence because the thirty second clipping chosen to be aired in connection with that event is that of a physical confrontation

which may represent only an isolated incident and which, in fact, may have very little to do with the event or with the issues surrounding the event. The image of violence however will forever be associated with the event. The impression is cast. And the impression is what is remembered, long after

Its Effect on Literacy

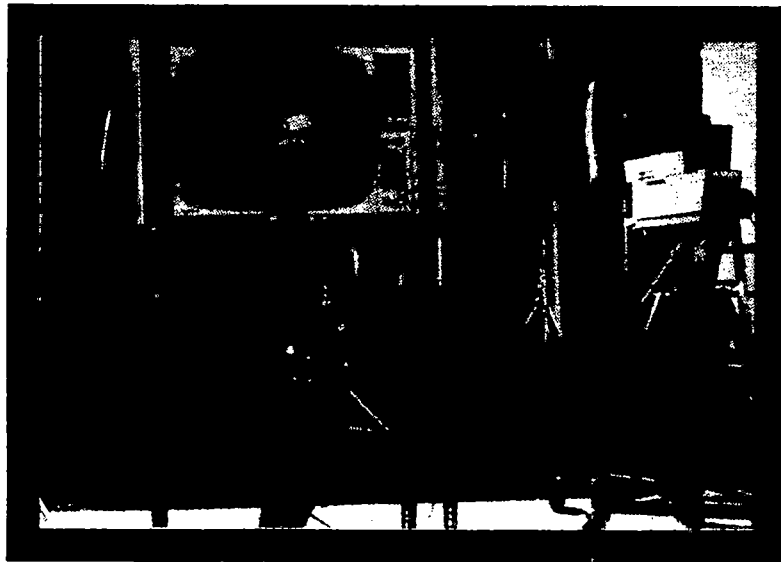
the specifics of the issue are forgotten. After all, "seeing is believing" as the saying goes. Thus emerge biases, prejudices and preconceived notions.

Gerry Mander, author of *Four Arguments for the Elimination of Television*, maintains that generally speaking thoughts, feelings and philosophies do not "good television" make because they require time, depth, and development. They cannot make exciting, fast paced television which is, of course, the objective of commercial television. Anxiety makes for "better television" than tranquillity. Anger is even better than anxiety because it is that much more demonstrative an emotion. Conflict makes for "better television" than agreement. Agreement is inward, conflict is overt. War makes for "better television" than peace. War is filled with highlighted moments, peace is too subtle and internal to be conveyed effectively by the medium. Movements with charismatic leaders always make "better television". Mao is easier to convey than Chinese Communism, Hitler is easier to convey than Fascism. One starving family is easier to

document than the complex causes of poverty. Superficiality is preferable to depth. Situations with simple solutions are easier to convey than those that are multi-faceted and cannot be resolved easily. The medium favours "activity." It has an inherent bias toward "reflection." As Neil Postman, author of *Amusing Ourselves to Death*

process. Television's inherent time limitations do not allow arguments and explanations of a complex nature to occur. The technical limitations of television, invariably convey a certain view of the world and of reality. The bias is inherent in the technology.

One of the most significant differences between print and television is that the former is capable of giving rise to rational thought while the latter cannot but drastically inhibit it. Whereas print can give rise to a language of interpretation which can enable people to see the world in ways that go beyond the limits of their own experience, television inhibits interpretation by substituting images for concepts and by simplifying explanations. Popular television for the most part, does not make appeals to reason, but rather makes its case through the power of the visual image. We are appealed to on a visual and highly emotional level rather than an intellectual one. Thus we become less likely to be moved by appeals to reason and can more easily be manipulated by irrational appeals that prey on our fears and prejudices. On the other hand, the print medium



so aptly put it, "Thinking is not a performing art, so it doesn't play well on television".

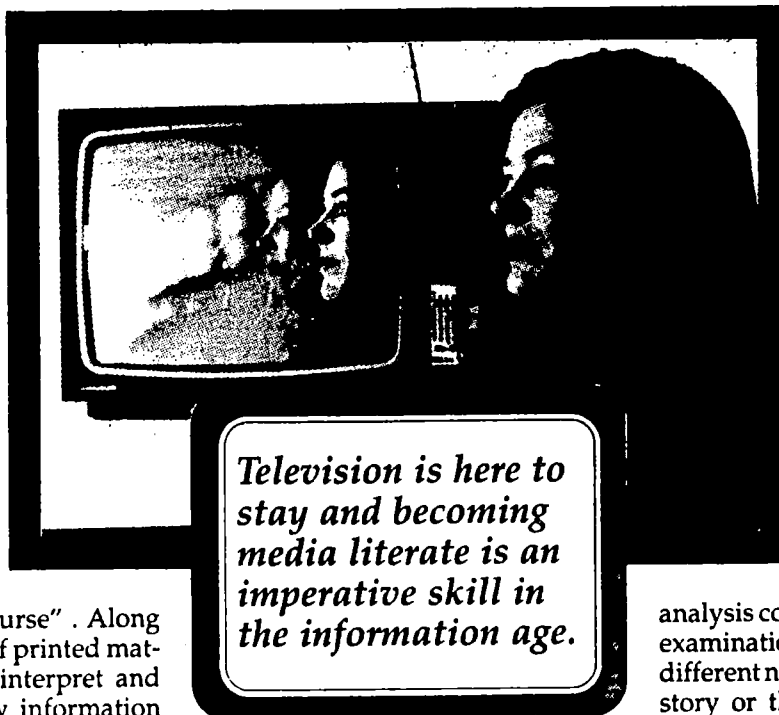
Print does not have these severe limitations. The sustained involvement of the reader with a carefully written book makes it possible for the reader to actively engage his or her thinking

is well-suited for the presentation of fully elaborated arguments, with justifications given for claims made. Reading encourages a more reflective view of the world. It is an active process that requires the discipline of bodily stillness and mental attention. Print is more objective in that it has the advantage of being able to separate the item being communicated from the person doing the communicating thereby allowing the text to be appraised independently of the writer.

This distancing and depersonalization can help contribute to critical thought. With television, this distancing is virtually impossible to achieve. A politician's smile, a newscaster's dubious frown can impede objective appraisal and hence distort a rational response. Alvin Gouldner, author of *The Dialectic of Ideology and Technology* believes that the proliferation of printed matter in the last century had the effect of contributing to "modern rational discourse". Along with this proliferation of printed matter, arose the need to interpret and understand all the new information about the world that printing made available. The need arose to analyze, make sense of, and respond meaningfully to the newly abundant information about the world, information that could be analyzed from multiple perspectives. In Gouldner's view, this had the effect of "weakening traditional thought patterns by refocusing the vision of everyday life". The transcendence allowed individuals to begin to escape provincializing assumptions and think more rationally and critically. This had a transformational effect on the culture of the times. Television is having an equally profound effect on our culture - but in the opposite direction. In receiving and consuming television images we become less critical, less rational. As Edmund Sullivan pointed out, the most profound consequence is that we do not get to "name the world" but get it ready-named. "And that's the way it is," Walter Cronkite tells us confidently at the end of every news cast. But is it

really the way it is?

Despite its serious limitations, the blunt fact is television is not about to be eliminated. Television is here to stay and becoming media literate is an imperative skill in the information age. If Edmund Sullivan is correct that the mass media has become the most powerful instrument for value formation within our culture today, then the need for a critical pedagogy of mass media is essential for education. Stu-



Television is here to stay and becoming media literate is an imperative skill in the information age.

dents become media literate when they think critically about the content and structure of mass media, when they learn to identify the techniques which transmit subtle and overt messages that prompt people to respond without thinking. Media literacy means being sensitive to television's tendency for self distortion. It means developing "decoding filters" for assessing critically television's account of particular events. Media literacy can start with simple media awareness tasks, such as asking students to monitor their own media behavior by keeping a log of how much time they spend watching television as well as make observations about what happens in their own households when people are watching television. Does it affect how much talking goes on? Does it affect what people talk about? Where do people "get" their opinions and why do they hold them? Students may do surveys designed to discover which

media adults trust the most and why they believe or disbelieve different newscasters. Students can also begin to compare different versions of the same event as they are depicted in various media especially those with various ideological slants. Another way of becoming media literate is learning how to distinguish persuasion based on clear thinking from that which is based on unsound or unfair techniques of persuasion, learning to

distinguish "content" from "form" and learning how to determine the credibility of sources. This entails asking critical questions about the identity of the source, the reliability of the expertise, what possible motives and vested interests might be involved and what techniques are being used to persuade. One can also assign projects that ask students to document and analyze the manner in which women and members of certain minority groups are portrayed in the media. Doing content

analysis could also take the form of an examination of the amount of time different networks allocate to the same story or the amount of prominence given to individuals promoting specific points of view. Students can also document and analyze the language and phraseology that is used in reference to certain issues. Analyzing television imagery can be a powerful entry point to an understanding of our cultural values.

Neil Postman believes that being critical about what we view is the only way to protect ourselves against the onslaught of Huxley's *Brave New World*, where even Orwell's 'Big Brother' will not be required to deprive us of our freedom because we will come to like our oppression and love the technologies which deprive us of our capacities to think.

Olivia Rovinescu: is Director of the Lacolle Centre for Educational Innovation at Concordia University and teaches part time at College Marie Victorin. She has co-authored three books and is currently co-authoring another entitled, Dialogues on Values and Critical Thinking.



Gazette, Peter Martin

But how does he drive the Batmobile?

Vincent Noiseaux, 7, of the Pierre-fonds' Castor des Champs Beaver troupe holds up a common bat to get a

better look while touring a science workshop and display at the Intermunicipal Library on Saturday. The show

was organized by Nomad Scientists, a federally funded group of scientists who travel Canada with their exhibit.

“The Nomad Scientists” wander into Howick

by Phillip Norton

While nationally-acclaimed environmental scientist David Suzuki was making a three-day guest appearance on Channel 12 Romper Room last week, The Nomad Scientists were travelling around to kindergarten and elementary classrooms spreading the same message about caring for nature.

They stopped in at the Howick Elementary School on March 22 for a full day of activities with students during the day and with parents in the evening.

Steve Rosenstein, founder of the Nomads, says he has met David Suzuki on several occasions and pulls out a postcard from the CBC personality with personal words of encouragement to their group.

The Nomads try to make science simple to understand, safe and fun. For instance, another Nomad, Harold Spanier, had Grades 4-6 learning about pollution by using non-toxic

household chemicals that dissolve, separate, fizz and color.

“We use vegetable oil, vinegar, dish soap, food

coloring, and baking soda rather than the dangerous acids, oils and alkalies in school chemistry kits,” he notes.

They also tell the story of Toxic Timmy which explains how dangerous chemicals can enter the groundwater and spread to

household wells, an issue of special concern in the Howick/St. Martine area these days.

Steve Rosenstein says teachers are often intimidated by science and feel they have to be whizzes at chemistry and computers. But The Nomads philosophy is to get them to do science rather than just teach it.

Steve led Grades K-3 on a “Journey to the Tropical Rainforest” and a hands-on exhibit of bones, rocks and insects relating to that theme. While learning of the beauty and interrelationships in nature, the educators must also tell the children of the ongoing destruction by man to forests and natural resources.

David Suzuki and other environmental prophets have been criticized for always preaching gloom and doom as have The Nomads. Says Steve: “People say, ‘don’t tell the kids all those bad things,’ but we believe we have to give them the facts. If anything is going to be done, people will have to panic a little bit more.”

Rosenstein is also part of the Green Coalition, an umbrella lobby group for some 40-plus environmen-

tal organizations in the Montreal area.

The three Nomads, Steve, Harold and francophone educator Dominique Young, have touched 5,000 children with their programs. Each day they enter a different school, library, day-care or nursery and perform theatrical shows to stress their environmental concerns.



Photo: Phillip Norton

Making pollution with household chemicals are The Nomads, Steve Rosenstein and Harold Spanier, and Howick students Harley Brown (Grade 3) and Nicholas Helsby (Grade 4).

QFHSA AND NOMADS HIT THE ROAD

'It looks like God's golf ball'

Along the great journey into space, Steve Rosenstein, Nomad Scientist, captures the imagination of four and five-year olds as they gaze at the moon.

"When I was a little boy, I was told the moon was made of cheese." What do you think it looks like? Michael, aged 4, a pre-schooler at Gaspé Elementary answers, "I think it looks like God's golf ball!"

The 1989 Quebec Federation of Home & School Associations Gaspé school tour and mini-conferences focuses on science and reading — two important literacy skills as we blast towards the 21st Century.

The Nomad Scientists, Steve Rosenstein and Harold Spanier, stimulated students from pre-Kinderergarten to grade 6 with their lively science demonstrations.

Marion Daigle, animator for Frontier College, promoted the importance of reading among teens with workshops for high school and CEGEP students, highlighted by the entertaining and informative Rock 'n Roll & Reading video.

Evening programs for parents again featured science and reading, but with parents and community leaders recognizing how the home, the school and the community together must be responsible for the literacy skills of our young people, as society today demands a highly literate population.

The Rural Schools Educational Conference featured the Nomad Scientists, and the READ CANADA program was highlighted by John O'Leary of Frontier College, Toronto.

QFHSA is grateful to the Gaspé community for their co-operation, both financially and voluntarily, in promoting these programs.

WHAT THEY SAID

- Nomad Scientists:**
- "Today, Dad, I met a real scientist" — Shaun Turriff, student, Murdochville School.
 - "I enjoyed particularly the 'hands-on' approach proposed in contrast to textbook science which bores most kids to tears; practical, easily-obtainable material — looking to our immediate environment." teacher, Wejgwapmag School, Maria Reserve.
 - "Have seen many pictures of the rain forest in magazines, but never heard an explanation before. Very interesting." — parent, New Richmond.

- READ CANADA:**
- Reading Circles — "The idea of the group together sharing a common interest. It's amazing to realize how we can help!" — Jill Syvret, C.E. Pouliot Gaspé Polyvalent.
 - Rock 'n Roll & Reading — "I enjoyed the video. I think that it should open the eyes of teenagers. They often place so much emphasis on rock stars that it will probably have a substantial influence on them when they see that their idols are literate people who enjoy a good book and are moved by it." — student, Gaspé CEGEP.
 - READ CANADA program — "Geared to the interests of students; stresses the importance of reading in life skills/future careers." — student animator, Gaspé Polyvalent.
 - "What I liked most was Marion's presentation. Some of the facts are real eye-openers. The video can be very impressive for children. They look up to these rock stars and often pattern themselves after these people." — parent, New Carlisle High School.

Home and Schoolers, school committees, the Regional School Board of Gaspesia, teachers, the Committee for Anglophone Social Action, SPEC (the Gaspesian newspaper) and the Women's Insti-

tute, were all responsive in making the tour a success.

A special thank you to Frances MacKinnon, QFHSA Vice-President, Gaspé region, for her capable assistance.



From left, above, Julie Hall, Sara Griffiths and Stephen Hall go on a 'Mystery Rock and Mineral Hunt' with Nomad Scientist Steven Rosenstein. Below, Jacques Cartier Museum in town of Gaspé.

